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EXTENSION SERVICE  
*Review*  
FEBRUARY 1962



BUILDING AUDIENCE UNDERSTANDING  
OF EXTENSION YOUTH PROGRAMS

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Official monthly publication of  
Cooperative Extension Service:  
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and State Land-Grant Colleges  
and Universities cooperating.

**T**he *Extension Service Review* is for Extension educators—in County, State and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their community.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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## EAR TO THE GROUND

Building audience understanding of 4-H is a continuing process, because vast changes are taking place in our society.

The U. S. population is increasing at a rapid pace. Yet many of our rural counties are losing people under the impact of the technological revolution in agriculture. In sharp contrast are the one-time rural counties that have become urban or suburbanized or on their way. It all adds up to the fact that you can't take audiences for granted.

As Dr. York says in his article, *Telling the 4-H Story*, building audience understanding of 4-H is a "big job." But it is manageable if you have a clear idea of what you want to say, who your audiences are, and how to reach them.

4-H has many audiences—club members, volunteer leaders, parents, sponsors, civic groups, farm organizations, teachers, potential 4-H'ers and their parents.

Study your audiences. It's important to the ultimate success of your job and the 4-H program. Find out what people want to know about 4-H. Do they want a good deal of information? Or, do they just want to keep posted on top developments?

As Extension Editor Hadley Read of Illinois says, "People in the different audience classifications don't want—and don't need—the same information."

Have you ever tried to catch a bear with a butterfly net? This is the way Editor Read describes the use, or rather misuse, of communications methods with different types of audiences. Audiences and media should be matched. Other articles in this issue spell out in detail who are 4-H audiences and how other extension folk are working with them.

Looking ahead, the March issue will be a special on extension work in home economics. In this area, too, Extension should carefully look over its audience. For no audience is a single entity.

The April Review will be a special on the U. S. Department of Agriculture's Centennial. It will be keyed to the concept that the Department serves not only agriculture but all the people of this great Nation.

The Review aims to be of service to you to the end that you can be of maximum service to the people whom you serve. Your ideas and suggestions will always be welcome.—WAL

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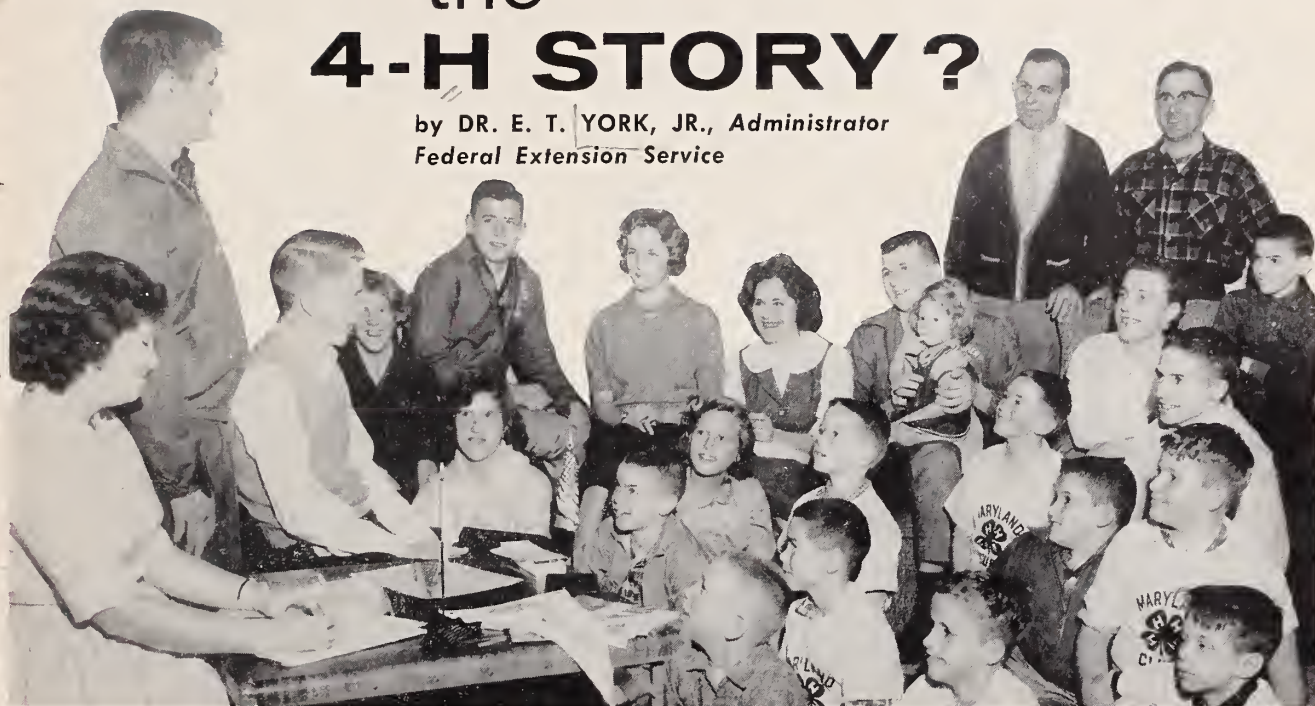
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# What is the 4-H STORY?

by DR. E. T. YORK, JR., Administrator  
Federal Extension Service



**W**E in Extension are pretty well aware of and involved in one of the United States' greatest success stories—the story of agriculture, its abundant production, and its resulting contributions to the Nation's high standards of living.

But getting the general public to understand this is quite another thing, a challenge to us. We should feel it is both a duty and a privilege to make the story of agriculture known to the public.

Those of you in extension youth work can play an important role in this "campaign to develop public understanding." 4-H club work has contributed no small part to agriculture's success story. And it, too, has a story to tell.

Building public understanding of extension youth programs is a big job. It's a job that calls for added effort to create awareness of our work and to cement relationships.

Let us look at the modern 4-H club program—the educational opportunities club work provides both youth and adults.

Club work contributes to commun-

ities and community life in many ways—developing leadership among adults and youth, teaching youth skills and techniques, developing a positive attitude toward future learning, and physical community improvement resulting from activities.

For a moment, consider adults who are involved in 4-H. Our ability to reach and teach 2.3 million 4-H'ers in this country is attributed to the more than 300,000 adult volunteer leaders. These leaders, who guide 4-H'ers, have found their own lives enriched by this work. They deserve better public recognition.

## *Citizenship Training*

Citizenship training, long a part of 4-H aims and activities, is becoming increasingly important. It is deserving of full treatment as a project or major aim. It can be the most valuable product of a youth's club experience, not just a byproduct.

Club work provides opportunities for youth to become active, educated, interested citizens of tomorrow. Through 4-H projects, boys and girls

are becoming familiar with their government (local, State, and National), their rights and duties as citizens, and their international relationships.

Youth are one of the most important resources of our Nation. These young people, particularly those in rural areas, face many problems of career adjustment and development.

Between now and 1970 we expect a 65 percent increase in the number of young people between the ages of 18 and 24. In the same time, the total population will increase only 17 percent. Youth are going to need all the job training and work opportunities they can get.

Extension's youth programs in career exploration are of growing importance. These programs can be meshed with aspects of rural areas development work, for youth are one of the most important resources of a low-income area.

Approximately 35 percent of our youth still do not complete high school. And we well know the relationship between years of school-

(See *The 4-H Story*, page 44)



# REMEMBER ALL YOUR 4-H PUBLICS



by MYLO S. DOWNEY, *Federal Extension Service*

A good many loads of hay have gone to the barn since my first venture into Extension as an assistant county agent. My main job was to get the agricultural 4-H club program rolling in the county. As far as my audience was concerned, it was boys and girls.

Much of the first year was spent contacting potential 4-H'ers and organizing clubs. There were 4-H clubs on paper throughout the county, but only a few became working clubs.

Gradually I realized that there were several important groups I had bypassed.

## *Outside Publics*

The first public I should have considered was organizations and community leaders. The endorsement of those people who, because of their position, influence public opinion, is important to the success of a public venture. They are folks who can give a lot of counsel and help make your efforts count.

This public includes school super-

intendents and supervisors, principals, PTA, clergymen, the homemakers council, farm organization officials, service clubs, chamber of commerce, county fair association, representatives of press and radio, elected county officials. In fact, it includes any and all people in position to give support and encouragement to the 4-H club program.

There's an old adage that says, "What you are not 'up on,' you may be 'down on.'" It can mean a lot in our work with the public. People in positions of influence in your county must know the general purposes and objectives of the 4-H club program and how it operates before they will offer support—support that is paramount for a successful program.

A second public is that group of businessmen who often provide help to 4-H club work. It is vitally important that they understand the educational objectives and methods of 4-H before they are asked for financial assistance.

A third public deserving genuine attention is parents. Many 4-H drop-

outs and failures can be traced to parents who do not understand 4-H nor realize they have an important part in it. Studies show that a high percentage of parents want to help when they know what is expected of them. And they want their children to succeed.

A segment of this public responds to special consideration. Did you ever ask in a community meeting, "How many of you were formerly 4-H club members?" These people are proud to be identified. This pride often can be converted into cooperation and involvement in some program supporting capacity.

Extension agents who give a lot of attention to the development of greater parental understanding are rewarded by increased parental cooperation.

## *Participating Audiences*

Another public is the boys, girls, and the volunteer leaders actively participating in the program.

The youth public can be segmented in many different ways. It may be considered from the standpoint of residence—farm, rural nonfarm, suburban, and urban. Or we may look at the group from the economic point of view—the more affluent and the less privileged. A third category could be based on appropriate ages—the pre-teens who are ready for 4-H club work, the early teens who may be active in the program, or the middle and late teens who are beginning to think seriously about their adult future.

Extension agents, seeing their responsibility for overall youth development, may divide the youth public into two categories—those currently active in 4-H and those not participating.

Many extension agents believe the adult volunteer 4-H leader is the most vital public of all. This group should include the organization and project leaders who work directly with the boys and girls and, also, the county 4-H adult councils or other advisory groups.

In reflecting on my earlier years in Extension, I know my efforts would have been far more productive if I had fully realized the importance of all the 4-H publics.

Keep 4-H publics informed.



# Bear TRAP or Butterfly NET?

by HADLEY READ, Extension Editor, Illinois, and President, American Association of Agricultural College Editors

Few of us would use a butterfly net to trap a bear or a bear trap to catch a butterfly.

But in county extension work we are often guilty of using precious newspaper column space or expensive radio time to give detailed information to 4-H club members on: how to fill out a record book or groom a steer.

There's nothing wrong with a bear trap. It's just not the right equipment for butterfly chasing. Nothing's wrong with newspapers and radio programs, either. But they are being misused when the aim is to reach an audience of 4-H club members with instructions or detailed program information.

The good hunter selects his equipment only when he knows what game he's going after and where he is likely to find it. As a county extension worker, you can have a sound 4-H communications program only when you have clearly identified the audiences and selected the best channels of communication for reaching those audiences. Of course, you also must have skill in using the channels.

The best way to start building—or rebuilding—a sound and effective county 4-H information program is to ask yourself three questions: What audiences do I want to reach? What information should I present to the people in these audiences? What channels can I use to reach these audiences most effectively?

## Identifying Audiences

On the opposite page, Mr. Downey carefully reviews the audiences or publics in your county. For purposes of building a county information program, you might group these audiences in three classifications: (1) people who are directly INVOLVED in 4-H club work, (2) people who are ASSOCIATED with club work, and (3) people who are INTERESTED in club work.

The first audience category includes 4-H members, parents, leaders,

and prospective members. The second category might include advisory committees, other educational groups, clergymen, teachers, and local business and professional leaders who support the 4-H program. Category three should include almost everyone else in the county—the general public.

## Information Needs

Just a little figuring will lead you to the obvious conclusion that the people in the different audience classifications don't want—and don't need—the same information. The local businessman has a different interest in 4-H than a club leader. The information you supply the parent of a 4-H member should be different from the information you supply a local minister or high school principal.

In general, the adults and youth in your audience who are INVOLVED in 4-H need detailed program information, specific instructions concerning projects and programs, and subject matter information covering a wide variety of topics.

People ASSOCIATED with club work need general program information, broad outlines of plans and needs, and rather complete reviews of progress and accomplishments.

The general public has only limited interest, if any interest at all, in the specific details of the 4-H program. It makes absolutely no difference to Mr. Average-man-on-the-street whether the deadline for record books is March 1 or April 23. He couldn't care less about the kind of clothes to wear to the State fair or the date for the next county 4-H federation meeting.

People who make up the general public audience want the "big picture." They want to read and hear about the contributions being made

(See Bear Trap, page 46)





# Developing Understanding of ADULT LEADERSHIP

by E. J. NIEDERFRANK, *Federal Extension Service*

A NEW public image of adult local leaders in 4-H is coming into view.

This new image is a reflection of the shift underway from agent-dependent clubs to leader-dependent clubs. Leaders are being given, and are accepting, greater responsibility in local club work, thus freeing agents for leader training and overall direction of the county program.

Leaders are participating more as part of the 4-H team. And both agents and county people like the idea.

But altering roles and images is not easy. So, in developing adult 4-H leadership, a fundamental goal must be acceptance of the idea by parents and the general public. Without their support no amount of new policies, training, and materials for leaders will do much good.

Greater understanding and acceptance of the idea can and should be part of the total process. The desired results can be obtained—experiences point out numerous suggestions.

## Two Main Approaches

Counties have tried to proceed toward more leader-dependent clubs in ways that fall into main classes: the broadside, blanket approach and the step-by-step or case-by-case approach.

The latter is far better from the standpoint of sound development with the least difficulty. But the first can be successful if agents are sure of themselves and stand by their decisions.

In either case, development of public understanding is essential. This is a matter of growth; it spreads from leader successes and club successes. People have to be brought along with the idea regardless of which approach you use. But it comes easier with the second.

Field observations and experiences of county agents and leaders suggest certain points helpful in build-

ing leadership understanding. These are not listed in any order of importance or necessary sequence; one or more may be suitable in your situation at various times.

- Take the case approach. Let most of your extra work on leadership development be with one, or two, or three clubs at a time. Aim for a new leader here, a more leader-dependent club there. Carefully decide which communities are most ready for the idea and start with them. But this need not exclude use of the broad-side approach if some of it fits you or the situation.

- Then make the shift of responsibility succeed. Give leaders a chance to participate. A major step is to clearly define certain leader responsibilities, first in the minds of staff members, then in your work with individual leaders and clubs.

Distinguish between organizational responsibilities and project teaching responsibilities. Aim to have leaders for each type.

Make sure leaders know each other's roles and possibilities of co-operation. Where two or more persons are working with the same club, urge them to designate a "head" leader or have some county policy in this regard. Usually this is the organization leader.

- Mention in public meetings that county 4-H work will go in this direction the next few years. Point out that it is doing so elsewhere, successfully.

- Have clearly in mind several values of the leader route, anticipate problems, and believe in the idea yourself. This is essential. The whole county staff must understand, appreciate, support, and help develop the idea.

Values of the leader route include:

4-H work becomes more a community responsibility.

Closer, more intensive guidance to club members, thus improving the quality of individ-

ual project work and club activities.

Better quality work and more community feeling for 4-H work which increase parental interest, public support, and club membership. The long-run trend is more new clubs and more members, according to agents in numerous States.

Development of leaders who can follow through and like to do so.

Freeing agents for leader training, overall county program direction, reaching more boys and girls, and developing relations with other agencies and programs.

Agents receive satisfaction in seeing leaders and clubs grow in attitudes and abilities.

- Provide leader recognition, preferably informal, personal, and in mass media. Be generous with compliments and encouragement, but don't overdo.

- Help leaders identify their accomplishments and evaluate their progress. Leadership development is growth; no one starts at the top of the ladder. Emphasize their personal growth and benefits from participating as a 4-H leader.

- Let the public know about accomplishments of leaders and leader-dependent clubs. This will help the idea spread from community to community. It is human nature to favor the general idea of local responsibility. But people want to see it work, so make it work and let the public know about it.

- Local leaders require training and servicing if they are to perform this greatest role. At the start it is best to do this through individual contacts and in small groups. This need for servicing is one reason why it is desirable not to try developing too many leader-dependent clubs too soon.

- Don't let agent-led clubs get into competition with leader-dependent clubs by overdoing your help to certain clubs or members.

- Consider leader group work or organization. Leader get-togethers provide both recognition and training, as well as assistance to you in planning.

(See *Adult Leadership*, page 34)





## BUILD on GOOD WILL

by GARY SEEVERS, Lenawee County Extension Agent—4-H Club Work, Michigan

*Editor's Note: Mr. Seevers' article is based on the Michigan Public Relations Committee's 1961 study of public relations of the Michigan Cooperative Extension Service.*

A GREAT amount of good will exists toward 4-H . . . Most people visualize 4-H as an agricultural organization . . . Many people do not think of 4-H as part of the total extension program . . . A common picture of 4-H is a boy with his arm around a calf . . . An important responsibility in our work is to interpret the correct image of 4-H to our publics.

Do you agree with these statements? Agree or not, you may find help in these conclusions of a Michigan Extension Committee's study of Cooperative Extension Service public relations. Many of these findings

have interesting implications for people building public understanding of 4-H club work.

Before launching the appraisal of public understanding, we first sharpened our view of it. The committee defined public relations as:

The art of doing a good professional job;

Helping the public understand the purpose and nature of our Service;

Earning public confidence;

Generating active support for our organization and its program.

Clear-cut professional leadership and a job well-done are essential to gaining public acceptance and support for the 4-H program. Building public understanding demands the combined, continuous efforts of all extension workers all the time.

One asset of 4-H is the good will shown toward it by people of all walks of life. Our goal, therefore, is to portray the modern image of 4-H. Build the image of a boy and a calf to youth developing into competent, responsible young adults; from selecting winners to an educational "learn by doing" program of a State university.

### Our Internal Publics

Who are the publics whose understanding is vital to the growth of 4-H? To build public understanding, begin with the people directly involved in the program—members, parents, and leaders. The best exhibits of 4-H are the enthusiasm and accomplishments of these publics.

Two reasons justify this approach. First, their understanding is essential in attaining our goal to develop youth. Work with other groups is superficial unless the people within the program accept it.

Second, well informed, progressive publics carry understanding to others. As an example, 4-H members present programs to other groups, recruit new leaders and members, and carry out community service projects.

We can build improved understanding with 4-H leaders, members, and parents in many ways. For example, by effectively: involving them in planning, conducting, and appraising

programs; recruiting, helping, and recognizing leaders; offering important leadership responsibilities to older youth.

Seemingly little things make a good impression, too. For example, personalized welcome letters to new 4-H families, efficient office management, effective communications, and prompt response to requests. When all efforts are properly combined, they insure understanding with a vital group—our own 4-H publics.

### Take Mutual Interest

Careful attention to public understanding among those who cooperate in carrying out 4-H can yield enrichment. These publics include mass media, schools, private organizations, businesses, and fair boards.

Effective methods of building understanding with this group include: knowing the people personally, showing interest in their programs, cooperating with their programs when appropriate, writing personal letters of thanks for contributions, preparing material for mass media, publicly crediting contributions.

One example of working cooperatively on a program is the combined efforts of Scouts, YMCA, and 4-H to develop career awareness among youth.

Each level of government and award donors have a vital role in 4-H. Of course, we refer to their financial support—salaries, office operations, and awards. But it is important that their participation does not stop there.

These publics should be kept informed on programs and involved whenever appropriate. They deserve and need to know the direction of 4-H programs and to understand its objectives.

Their participation through critique sessions, personal consultation, and in the awards program can insure support. Several Michigan counties are successfully combining donor support and understanding through a 4-H Boosters Club.

The general public frequently views 4-H as an agricultural organization. Although this is not necessarily bad, we have a responsibility to broaden

(See Good Will, page 47)



# Keep Donors in the Know

by **NORMAN C. MINDRUM**, Director,  
National 4-H Service Committee, Chicago, Ill.

**D**ONORS want to be informed, need to be informed, should be informed about 4-H. Not be informed just about the program they are supporting, but about enrollment, program emphasis, objectives and philosophies, trends. And they need to know the reaction of 4-H members and leaders to the opportunities provided.

These may be obvious generalities, but that doesn't make the job of gaining understanding among donors easier.

True, representatives of donor organizations working closest to the 4-H program—those who frequently meet club members and leaders—are well informed about 4-H. But there is danger in believing that this understanding exists at all corporate levels.

Maximum opportunity for donors to learn about and understand 4-H, calls for:

- A continuous program, rather than a one shot effort, utilizing a variety of methods and approaches.

- Orientation of donors in 4-H organizational methods, procedures, ideals, and philosophies.
- A program designed to involve all possible corporate levels of the donor organization.
- Greater appreciation of the opportunities available to 4-H members and the inherent values of donor support to 4-H, the donor, and the community.
- Creating a strong desire in donors to continue their support and explore additional ways of serving 4-H.

This is the program of informing 4-H donors carried on by the National 4-H Service Committee. This program has been successful in chalking up an average donor support of 17 years. Forty-eight of 56 donors have supported 4-H programs for 5 or more years.

The same approach can and no doubt does work with State and county donors. The National 4-H Foundation can quote similar results.

Such a program of information depends on the use of numerous methods of informing donor representa-

tives. At the same time it provides information for these people to pass on to their organizations.

We believe that 4-H members and leaders are not only the best communicators but the best examples of the value of 4-H. National 4-H Club Congress and similar events provide a logical and effective way of informing donors about 4-H. Donors and prospective donors are urged to attend Congress and see the young people first hand.

Congress provides opportunities for donors to hear 4-H members express, in their own words, their feelings about 4-H, their aspirations, and the value of donor support. Time should be provided at each such 4-H event for donors and club members to gain mutual understanding.

Equally important are the "thank you" letters from 4-H members and leaders. Frequently these explain the writers' experience, projects he is carrying, and what 4-H has done for him. These letters are informative and treasured by donors.

State winners' record books are frequently scanned by representatives of donor organizations. These give further insight into the accomplishments of 4-H'ers, the values of 4-H training, and clues for increased donor participation.

## Information Exchange

High on the list of methods used to gain understanding of 4-H is the annual 4-H Donors' Conference. This 2-day meeting is attended by some 75 representatives of donor organizations. A major objective of this event is to familiarize donors with 4-H, Extension Service, and the National Committee. It also brings donor representatives up-to-date on trends and program emphasis.

Club members, leaders, extension personnel, and National Committee staff members help present this information to the audience.

Donor representatives highlight the 4-H support carried on by their organizations. This opens new possibilities of cooperative work with 4-H.

Still other ways of keeping information flowing to donors are tied to specific award programs.

(See *In the Know*, page 43)



Doris Johnson, Coats & Clark, Inc., reviewed the growth of the National 4-H Club Week poster program at the 4-H Donors' Conference. Mylo Downey, Federal Extension Service, addressed the conference on the changing 4-H picture.



# Operation—Cooperation

by BERNARD C. DOWNING, Los Angeles County  
Farm Advisor, California

COUNTY fair, animal projects, horse show, special training—the possibilities for cooperation between 4-H clubs and other youth groups are vast. Opportunities to work together are frequently overlooked and seldom taken full advantage of. Yet, there are examples of success everywhere.

For several years, Operation—Cooperation has been conducted by the Puente High School FFA and Puente Valley, Rowland, and Alta Loma 4-H Clubs. This fair is a top example of cooperation among youth groups in Los Angeles County. The Artesia Dairy Show is another cooperative venture between local FFA chapters and 4-H clubs in cooperation with the Artesia Chamber of Commerce. Both events help emphasize the values of these two agricultural youth groups working together.

## Reciprocal Trade

Cooperative efforts are not restricted to agricultural groups. A troop of Explorer Scouts assisted the county 4-H survival camp by providing training in hiking procedures and campfire programs. This survival camp is a weekend training program for older 4-H'ers with summer camp responsibilities.

Several 4-H club leaders have been serving as merit badge counselors in Scout programs. Our older members and leaders also help Scouts as they prepare for merit badge examinations in homemaking and agricultural skills. Reciprocal arrangements like these not only share talents and special training but contribute to better understanding between the groups.

The Granada Hillbillies 4-H Club reports that Bluebirds, Campfire Girls, and Girl Scouts join them on tours of 4-H club projects. Several 4-H'ers from this club brought farm

animals to a Girl Scout Day School for the urban girls to see.

Some 4-H clubs take young lambs and dairy goats to kindergartens, at the request of teachers, for children to see and touch. These experiences also help improve farm-city relations.

A cooperative program with many possibilities has started between Marymount College student teachers and the Palos Verdes Peninsula 4-H Club. Student teachers conduct home improvement classes twice a month for 4-H'ers. Through this arrangement, student teachers are gaining valuable teaching experience and 4-H'ers are receiving good instruction.

In another case, the Covina El Rancheros 4-H Club cosponsors a horse show with the San Gabriel Valley Vaqueros equestrian group.

Alta-Vista 4-H Club has partici-

pated with the Heifer Project, Inc. for several years. Actually, many of the animals sent to foreign countries in this project are dairy goats. Donated by various organizations, the goats are kept at the home of one 4-H'er while all the club members help raise them.

Located in an urban community, the project creates much interest among other youth groups. School and church classes, Bluebirds, and similar groups frequently visit the animals.

Voluntary contributions by these visitors are re-invested in the Heifer Fund or like organizations. A shipment of goats purchased in this way was recently sent to Mexico City for distribution to CJR (4-H) clubs.

Activities like these are important to the growth and development of all youth groups. It is also important to keep the public informed and to give recognition to cooperating groups.

These successful ventures indicate to us that all youth programs can profit by cooperative effort with other groups and individuals. Through such cooperation, new ideas are introduced, different approaches are taken, and mutual understanding is fostered.



The Alta-Vista 4-H Club of Los Angeles County raises young goats, purchased by other youth groups and adults, for the Heifer Project, Inc.



# Developing Responsible Citizens for Tomorrow

by W. W. EURE, Associate Director,  
National 4-H Club Foundation,  
Washington, D. C.

**C**ITIZENSHIP in a democracy—how well do Americans understand it today? What can and does 4-H do to develop citizenship responsibilities in youth? What can club members learn about citizenship and share with 4-H audiences?

More than 2,400 4-H club members have studied citizenship at the National 4-H Center since June 1959. Over 1,800 were enrolled in the Citizenship Short Courses. And audiences back home have benefited from followup activities to this training.

These young people, mostly junior leaders, are taught that a good American citizen understands and believes in the innate dignity and worth of himself and others, that he habitually acts responsibly and co-operatively for the general welfare. They learn that good citizenship applies to personal face-to-face relationships in family and community and to people they may never see. These youth also come to better understand a new dimension in U. S. citizenship—involvement in international affairs.

## Course Highlights

These are just a sample of the ideas and inspiration offered to young people in the Citizenship Short Course. Their studies include:

Analysis of the *meaning of freedom*, how our individual liberties came into being, the price our forefathers paid to guarantee them, how they are threatened today, and what we must do to preserve them.

*Tours* of Washington monuments,

public buildings, and government agencies emphasize the significance of historical personalities and events. In the words of one participant, this "Causes our history and civics books to come alive."

The *importance of individuals*—whole, mature, well-rounded individuals—is emphasized.

Two sessions on *international affairs* cover the accomplishments and experiences of the International Farm Youth Exchange and democracy versus communism. Specific ideas are suggested for 4-H club members to promote better international understanding at home.

Two more sessions are devoted to "the *meaning of citizenship* in a democracy."

Another meeting gives insight into the *organization and functions* of the U. S. Department of Agriculture.

## Participation Emphasized

The Foundation tries to provide maximum opportunity for participation by all the 4-H'ers attending the short course. Youth are responsible for presiding at meetings, leading recreation and discussions, serving as tour guides, evaluating the sessions, and preparing a closing citizenship ceremony.

Care is taken by States and counties in selecting youth who will attend the short courses. Maturity and leadership are outstanding characteristics preferred. And the youth

who take part in this training should be willing and able to share their experience with others back home.

Letters and reports from former participants leave no doubt but that a majority experience an inspiring and informative week. The youth who attend the course become teachers for other 4-H members and adults at home.

## Local Followup

How are ideas from these Citizenship Short Courses influencing local programs? We have evidence that State and county 4-H agents are doing a good deal of followup.

For example, one Iowa group is conducting 14 citizenship meetings throughout their county this winter. A bus load of their 4-H members attended the short course last summer.

Requests from States for help in planning citizenship programs have greatly increased. We constantly receive requests for citizenship literature.

A State 4-H club leader has written, "All the reports coming from the Citizenship Short Courses at the Center are indeed encouraging. With this kind of beginning, this phase of the program should grow into one of the Foundation's most important activities."

Special recognition and understanding for 4-H and the short courses came from a Missouri Con-



Author W. W. Eure of the National 4-H Club Foundation presents Ohio 4-H'er John Rowe with a certificate for completing the Citizenship Short Course.



gressman last summer. He remarked in the Congressional Record:

"Recently a group of 33 Missouri 4-H junior leaders and four adults were in Washington. Two weeks earlier, another group of 32 4-H'ers came . . . to participate in the 4-H Citizenship Short Course at the National 4-H Club Center.

"We were most impressed by the very fine manner in which these 4-H'ers conducted themselves. They are among the most orderly and most well-mannered group of any large group that has ever visited our Capital. . . .

"We think special recognition should be given to the 227 selected 4-H club members from Missouri who have been in Washington this summer to participate in the Citizenship Short Courses. For a while the Nation's Capital becomes the classroom for these selected boys and girls. This program provides an opportunity to learn more about our Government, with a better understanding of national problems and our citizenship responsibilities. It develops an understanding of our relationship to world problems as well as being a new insight into 4-H club work."

The Foundation sees several areas in which the short courses can be made more meaningful.

### *Future Implications*

For example, we want to evaluate the courses. We want to get below the surface to see what participants are thinking while they are here and how they follow up the program.

Requests have emphasized the importance of working more closely with States. The Foundation hopes to counsel with States to make these courses more meaningful. We can help them develop more effective pre-orientation and followup in State and local club programs.

The Foundation can also encourage each State to develop its own programs in citizenship. For the total importance of the Citizenship Short Courses is not in the week's experience in Washington. Short courses do not take the place of citizenship development in the States. But they can help States work out their own programs for developing responsible citizens for tomorrow.

## Youth Understanding— Double-Barrelled Mission

**JAMES A. EDGERTON, Bennington County 4-H Club Agent, Vermont**

**B**UILDING better understanding of 4-H among youth is a double-barrelled mission.

The first barrel is for 4-H members. It is vital that they have an understanding of 4-H. The second barrel is aimed at non 4-H members. The more they know about 4-H and its opportunities, the greater the chance of their joining.

Contact with adults in reaching youth is important. 4-H parents and leaders are a strong link in fostering better understanding of 4-H among youth. Adult leaders, parents, potential leaders, and parents of potential 4-H'ers make better cooperators when they fully realize the program's educational values.

### *Sound Objectives*

A good program, built on sound educational objectives, is the foundation for promoting the values of 4-H. Projects and activities that meet this standard hold the interest of members, attract potential members, and spark needed leadership and parental cooperation.

Projects and activities are vehicles for teaching objectives. Keeping objectives clearly in mind gives the program meaning and perspective. The furthering of 4-H must contain sound learning objectives, with obtainable goals focused on youth.

Publicity for program results is necessary. Awards should not receive overdue emphasis in getting across 4-H club work to members, leaders, parents, or non 4-H folks. Club work must be explained as an educational program for all youngsters.

Encouraging members to develop certain skills and knowledge is not enough. Development of the total person is the goal of 4-H and this should be made known.

It is not easy to carry out a program which meets these requirements and it should not be treated lightly.

Prospective leaders and members must be informed about 4-H standards and qualifications.

A great deal of an agent's time is devoted to leader training through home visits, newsletters, circulars, and training meetings. Organized 4-H leader councils and special committees can help pass along information to youth.

### *Reaching Youth*

Direct contact with youth has merit, but the 4-H agent cannot visit every home, nor attend all the meetings he would like. So he must cast a favorable image both on and off the job. His shadow must engulf the objectives of 4-H and present socially accepted standards. He must be a dedicated educator helping youth grow.

To communicate effectively with youngsters, the extension youth worker must have a basic knowledge of their needs and characteristics. He must know what makes a 4-H'er tick. His approach should vary with age levels and interests of individuals.

Mass media are essential to informing the public of 4-H. Radio audiences include all age groups, therefore, messages are designed to interest all. News columns and releases are pointed to the general public, and are usually read by most older 4-H'ers, parents, and leaders. A good working relationship with radio and newspaper personnel is necessary.

Every opportunity should be used to make the story of 4-H known. National 4-H Club Week, parents nights, public activities, 4-H calendar program, and special exhibits are helpful. Club news reporters can help inform the public of activities.

Working with junior 4-H leaders is a satisfying and rewarding experience. The "younger oldsters" can

*(See Center on Youth, page 42)*



# Pursuing the Same Goal

by JUNE PIKE, Northern Aroostook County 4-H Agent, Maine

EDUCATORS, schools, and the majority of teachers have a special understanding of the 4-H organization and are willing to support its work.

That special understanding is the result of sharing identical purposes and goals. Educational aims are four-fold, like the 4-H clover—Self Realization, Human Relationships, Economic Efficiency, and Civic Responsibility.

### Common Goals

Each of the four purposes is closely related to the others in the life of any individual as well as in the total American educational program. Each aim has subdivisions in which 4-H can be a strong supplementary force in the total education of the child.

For example, the educational objectives of *self realization* include the development and optimum use of all mental, physical, and esthetic faculties. 4-H has the same goal though it uses different words—to make our best better.

Understanding of self and cooperation are basic factors in *human relationships*. Both are more easily reached by a child within his peer

group—a less artificial, more democratic, smaller, mutual-interest group, such as a club composed of 10 to 15 youngsters. A 4-H group can help a youngster to unite theory with practice.

*Economic efficiency* includes the satisfaction of producing good workmanship, learning to exercise good judgment in buying and selling, sound personal economics, and wise occupational choice. From judging contests to meal planning, from consumer buying to producer marketing, from budgeting of money and time to career exploration, 4-H programs are realistic, practical, and enduring.

*Civic responsibility* includes meaningful social activity, social understanding, tolerance, and devotion to democracy. In club work it is possible to carry on a wide range of civic and citizenship experiences.

### Show Relationships

All these are important links between 4-H club work and schools. Each supplements or complements the other. And this is the story we must present to educators in develop-

ing their understanding of our program.

We need to tell educators and teachers of our 4-H goals and objectives, how 4-H groups function and to what purposes. We should tell teachers why they are needed.

We can also render service to them or augment their work, classes, or interests in many cases. And in the same way we can ask them to participate in 4-H functions.

It is not difficult to tell the story to educators and teachers. The sincere, dedicated teacher wants to aid in helping youth to carry into actual living those principles which are taught in the classroom.

### Value of Support

In our Northern Aroostook area, teachers and educators are respected. They have little difficulty in gaining support, interest, and action from parents and communities. They understand the leadership and membership roles, and the value of working together in groups toward individual, group, and civic accomplishment.

A well-trained teacher is capable of providing "enrichment" in any program. True educators understand and support 4-H; schools are our richest source of help as well as our best and fairest critics.

In our area, which has large, community schools, teachers see the values of inter-community and inter-town 4-H exchange. They speak on the advantages of area events in which 4-H'ers from all towns in our valley meet in a spirit of united effort and common goals. Educators feel that town, community, and county are drawn together. Rivalry and competition are replaced with understanding, through new experience.

Exactly half our 4-H leaders are or were school teachers or supervisors. Guidance directors, shop and vocational teachers, adult night school teachers, heads of English and science departments, college instructors, and students have all led clubs.

The superintendents and principals of our valley schools encourage their teachers in 4-H work. Our clubs are not "school sponsored," nor even "school connected," yet the yearbook of the largest high school in our val-

(See *Common Goal*, page 46)



Patricia Martin and Thomas Clavette (front row center and far right) cooperatively lead this boys club in personal development. Miss Martin holds degrees in guidance and English; Mr. Clavette teaches science; both are active in 4-H club work.





# 4-H Influence Reaches Into Campus Life

by MRS. GENE MOODY, Associate Editor, J. A. REYNOLDS, and SHIRLEY J. PATTON, Associate State 4-H Club Agents, Virginia

WHEN high school doors close behind them, it need not mean the end of 4-H work for young men and women who go on to college.

By acting as junior 4-H leaders, maintaining their 4-H contacts, or participating in 4-H alumni clubs, many students are still waving the cloverleaf. They are building a favorable image of 4-H among fellow students and college administration and faculty.

At Virginia Polytechnic Institute, for instance, the leadership of 4-H club members shows up in many activities. A well-organized alumni club is the nucleus of 4-H activities on campus. But the influence of its members reaches into many corners of academic life.

An annual event at VPI is the student agricultural exposition—"open house" for agriculture. It is a busy 3-day program resembling a county fair.

Last year's agricultural exposition officers were all 4-H club members,

with Joe Lineweaver as president. This year's exposition president is William D. Weaver, Jr., former 4-H'er.

Lucy Selden, multiple award winner from Hanover County, was the exposition's secretary last year. She is now home economics editor of a quarterly written and published by agricultural and home economics students.

This year almost all the college livestock judging team are 4-H members. Team member Curtis Absher, Montgomery County, is also president of the Block and Bridle Club and is in the 1961-62 Who's Who in American Universities and Colleges. Also in Who's Who is Kitty Gardener, 4-H'er from Floyd County and president of the VPI home economics club.

The college dairy judging team likewise is made up primarily of former 4-H'ers.

There is much evidence that 4-H background and training pay off in college and later years. Numerous 4-H'ers at VPI hold offices in various organizations; many are scholastically tops.

## Faculty Observations

What do faculty members think of them, and consequently of 4-H in general? George Litton, head of the animal husbandry department at VPI says, "The fellows have learned how to give reasons, to judge. And they take to it like a duck to water. They're as natural as can be when it comes to helping with livestock events such as shows and sales. . . . I often think how poorly we were prepared in my day as compared to these present day 4-H college students."

The Rev. John Coffey, director of the Wesley Foundation Program at VPI, says 4-H club members are among those most able to accept and discharge responsibility. "They know how to organize and they can produce. It's easy to find students who can organize, but 4-H members can also achieve. They've evidenced unusual leadership."

Dr. James W. Dean, director of student affairs, is another 4-H booster. "It has been evident in working with students on other campuses, that the 4-H member is a dedicated individual interested in service above self. On the VPI campus, the contributions

made individually and collectively by those who have been, or still are, a part of this program are numerous and extensive. For the past 15 years, it has been a pleasure to me to contact men in business, education, and agriculture who owe great parts of their success to the influence of 4-H clubs."

The deans of the schools of agriculture and home economics are laudatory. Agriculture Dean L. B. Dietrick says, "4-H club members are used to doing things and they continue to in college. I have been impressed through the years by how often the leaders in specific activities in the school of agriculture have had the benefit of 4-H training and experience."

Dean Laura J. Harper projects this image of what she considers the typical 4-H member who comes to VPI to study home economics:

"She is a serious and purposeful student. At the same time she knows how to enjoy good wholesome fun and companionship. Her ideals are high and her objectives are well-defined. She uses her abilities, is not satisfied with just 'getting by,' but continues to 'make the best better.' She is proud in home economics activities at VPI and uses her time not only for personal improvement, but to advance the home economics program and its service to other young women of Virginia."

## Special Activities

Every year the 4-H alumni club at VPI sponsors a recreational activity, holds a banquet at which honorary membership is awarded to some outstanding faculty member, co-sponsors with the Radford College club a picnic, enters a float in the VPI homecoming parade and/or an exhibit at the annual student horticultural show, and helps with and takes part in the Virginia State 4-H Short Course.

Measuring the effect these young men and women have on campus life in general and on the thinking of faculty members and other students is difficult. But they seem to have found a meaning and purpose beyond the "average" student. This is a fact attested to by people with whom they come in contact on campus.



# Cement Relations with Mass Media

by DON D. KAUFMANN, Natrona County Agricultural Agent, Wyoming

EVERY county in every State has its own means of publicizing the 4-H program.

Unfortunately, because we are so closely connected with 4-H, we sometimes take for granted that other people know what it means. This is a mistake. We cannot expect the general public to understand our program unless we concentrate on better communications and public relations.

We decided some time ago that there should be a greater understanding of 4-H among all people in Natrona County. The county is large in area and interests are varied. In addition to ranching, farming, and oil production and refining, we have many city interests to consider. So we felt it especially important that people should understand 4-H club work.

## Personal Contact

Gaining a better relationship with the newspapers, radio, and television seemed a good starting point. Agents

contacted editors and directors personally. We gave them information on the program and invited questions. This proved a step in the right direction. Almost immediately, greater interest was shown by the media and more 4-H news became part of their daily releases.

The local TV station made available for 4-H club use a 15-minute weekly program. We tried to bring a well rounded look at 4-H to TV viewers.

The time was used in many ways, but we received most comments on 4-H demonstrations. Each week, members were selected to present their demonstrations on television. Both young and older members appeared. Club enrollment increased substantially as a result of this television series.

Many people reported they were not aware before that boys and girls learned such worthwhile things in 4-H. Many thought of it as a social organization.

In addition to the special 4-H series,

the TV station has given time on news broadcasts and made spot announcements of 4-H events or outstanding members' achievements.

Casper, the county seat, has two daily newspapers. Both offer support in furthering understanding of 4-H.

Many of our events are attended by a news photographer without special invitation from the extension office. This indicates they are interested in 4-H news and are seeking sources for stories related to 4-H.

More than 1,300 people attended our last achievement program. This is a large crowd considering we have fewer than 500 boys and girls enrolled. To help others see how large the program really was, the newspaper published a picture of the crowd. Several people never before associated with 4-H have commented on the size of the program and interest shown by people in the community.

Articles often appear in choice spots in the newspapers. Each year during 4-H Club Week the papers salute 4-H members, leaders, and their activities with picture stories. Again, this shows our good relations with newsmen.

Three radio stations in the county cooperate in bringing 4-H to the public. They feature spots by 4-H members and leaders during 4-H Club Week in March. These spots highlight club members' personal experiences and what they have gained from 4-H club work. The stations also provide time for special activities of 4-H and recognize local members for work well done.

## Recognition for Newsmen

The Natrona County 4-H Council, in recognition of the assistance given, presented meritorious service plaques to the radio stations, TV station, and newspapers. This has helped cement relations between extension youth programs and newsmen.

These are a few examples of what we have done in our county to give better understanding of 4-H club work. We know this has worked for Natrona County—our 4-H enrollment has tripled since 1955. This increase would not have been possible without the help of our mass media which understand the 4-H story and have helped to spread understanding.



After a local daily printed this photo of the 1961 Natrona County Achievement Day Program, several people not previously acquainted with 4-H recorded interest in club work. County agents make a point of keeping good relationships with mass media people.



# Illustrate the Image of 4-H Club Work

by C. J. GAUGER, State 4-H Leader, Iowa

Iowa extension workers recognize that the public image of 4-H club work must be broadened if we are to meet the needs of our present and potential members.

This is the way Ober Anderson, Story County extension associate, views the situation. "We realize the need for a changing 4-H program and for implementing some of the changes which have been proposed. However, we can't do this until we revise the ideas the public has about 4-H—what it is and what it is designed to do."

This needed change in 4-H program emphasis was pointed up by the Iowa Scope Study and reinforced by program projection efforts in many counties.

## *Broaden the Image*

Black Hawk County Extension Director Paul Barger says, "We must make people understand that having a champion is not the goal of 4-H. Our goal is the transformation of young people from average individuals into something special—leaders in their communities as youth and later on as adults."

At present we don't know the exact image of 4-H, but we believe it is not the picture we would like people to have. A study now being conducted in Cass County should provide information to guide us in pursuing this broader image of 4-H work.

The State 4-H club staff identified this broad image as one of its major responsibilities through a recent public relations inventory. This inventory of Iowa and other staffs also indicated specific audiences on which we should concentrate.

With the problem identified, the question facing us was, "What should we do about it?" The State 4-H staff evolved a double course of action.

The first step was to produce a brochure to explain the changing image

of 4-H to the general public. This will take some time to complete.

The second phase was to prepare a set of slides illustrating 4-H objectives and a changing 4-H program.

Twelve sets of 18 slides each are now available for use by field workers. The Visual Instruction Service reports the demand for them constantly exceeds the available supply. We are taking steps to increase the number of sets.

## *Multi-Use Illustrations*

The slide sets were designed so they could be used alone. However, they can do a more effective informational and educational job when supplemented with local slides on projects, demonstrations, local club meetings, tours, and other special phases of the program.

Local pictures demonstrate dramatically what has been done to meet the objectives (leadership, citizenship, etc.) outlined in the basic slides. They show that many of our present teaching tools can be effectively used to help reach the goal demanded by our broadened responsibility.

Some counties have used the slides at annual township meetings. Others have found them available at awards night, leaders meetings, parents night, service clubs, and training sessions.



C. J. Gauger, State 4-H leader; Paul Barger, Black Hawk County extension director; and Harold Craig, area 4-H leader; (left to right) check a placard illustrating the scope of the 4-H program.

Iowa's three area extension 4-H leaders—Milton Henderson, Harold Craig, and Jerry Parsons—are enthusiastic about the slides. "I think they are excellent," Henderson says. "Now we have a tool for interestingly and effectively teaching 4-H objectives to leaders."

## *Leaders' Approval*

Proof of the value of the slides shows in comments from leaders who have seen them. After showing the slides at one meeting Henderson heard the following conversation.

One leader asked another, "Aren't these objectives a little unrealistic? We can't ever expect to achieve all these things in 4-H."

The second leader quickly replied, "We need a good group of objectives like these. Even if we never quite accomplish all of them, the work will be better because we have high goals."

A home economics leader commented, "Seeing these objectives certainly makes a leader realize the importance of the job."

Such acceptance of the 4-H objectives slides indicates we are on the right track. This encourages us to press forward as rapidly as possible to do an even more effective job in building both a broader, yet more specific, image of 4-H, its scope, and its responsibilities to the general public.

# *Involvement Can Develop into Understanding*

by **ALFRED LASKY**, *Erie County 4-H Club Agent, New York*

**O**F course there is no set formula for gaining public understanding of the 4-H program. This job is not only never-ending, but ever-changing. Methods must be evaluated periodically and retained only if they are contributing to an accurate picture of what you are doing.

Currently, the most important means of seeking public understanding in Erie County, N. Y., is involvement of people. This method is so familiar to extension agents that it is often taken for granted.

Too often we think of involvement of people in terms of "several key people," "outside resource persons," or "a few men or women from that line of work." This is fine, as far as it goes. It does much in strengthening an extension program. But it falls short in giving widespread understanding of what we are doing or hoping to accomplish.

## *Paint a Picture*

Long ago we learned that in our combination of rural, suburban, and urban populations, we cannot assume that anybody has an accurate picture of what others are doing. We strive for wholesale intermingling of young and old, urban and rural, industry and agriculture, leader and member.

We must not forget that part of this public we are considering is already inside the 4-H family circle. To these people and to those not familiar with us, we want to convey the spirit of cooperation and democratic action that characterizes club work.

We want the public to think of 4-H club members as "learning and doing" rather than "asking and getting." We want to avoid the criticism that children are given too much for too little effort.

Our methods are neither spectacular nor unique. We use advisory committees, of 15 to 25 members, in all project lines.

A constant effort is made to include people to whom 4-H is new and some who are familiar with it. Almost 200 people are involved annually in this way. If care is taken to assure turnover, many people will learn about youth work.

Often more important, they give us new ideas. It is difficult to say which is byproduct and which is main purpose.

Our group meetings, subject matter or activity, are open to all interested people. This is made known in publicity and announcements to 4-H people.

As a result, we usually have a good turnout of parents and interested neighbors. It is not unusual to see these same people with other friends and neighbors at later meetings. They gain understanding through actual participation.

## *Meeting the Masses*

Our largest single form of involvement is the Erie County Fair. Billed as "The second largest county fair in the Nation," it provides a showplace for 4-H.

To utilize this opportunity, we directly schedule the help of some 400 older 4-H members, leaders, parents, and friends. Most of these spend at least 4 hours meeting and talking with people who may never have heard of us. This combination of fair atmosphere, exhibits which show accomplishments, and responsible, interested people, goes a long way in providing a good picture of our organization.

We involve people in press releases

and television programs. In news photos and stories we try to get across to the public that 4-H is broader in scope than the local club.

We include other people in television programs. This has spurred offers of assistance from people who like to show others how to do things, but didn't realize the opportunities. People have agreed to be leaders after observing on a TV program that the local trash collector can lead a 4-H square dance club or an industrial plant manager can lead a tractor club.

Involving people from all walks of life removes "exclusiveness" from 4-H club work. People identify themselves with those already involved in the program and any barriers to participation or support are removed.

We like to involve people to the extent that many of our major moves originate outside our 4-H staff. This eases many problems of a shortage of trained help and facilities. It sometimes aids in financial support. People who help to conceive a program are usually anxious to continue helping and to involve others.

All this adds up to one main point. If people are involved, they gain a better understanding of 4-H.

## **CENTER ON YOUTH**

*(From page 37)*

help a great deal in planning and carrying out the county program.

The Bennington County 4-H Junior Leaders Council is a solid, interested group. With some guidance they carry on much of the county activity program—assisting with project days, camps, fields days, etc. These junior leaders carry the 4-H story to other members, parents, and people not familiar with 4-H.

We think we should turn that old saying around—"Never let a man do a boy's job." If a junior leader is capable and willing to assume a more grownup experience, he should have the chance. This is meaningful and satisfying to him. He will stay in 4-H longer and become an example for other members.

A good county program will produce more favorable public reaction than a well-publicized mediocre one. It will present a true account to youth and perpetuate itself.



# Understanding is a Continuing Process

by KENNETH FROMM, *Finney County Agent, Kansas*

THERE'S a sunny outlook for 4-H in Finney County, Kans., today—in fact it's been that way for years.

Our 4-H boys and girls have been backed by rural people and businessmen for a long time. Their interest and support are the result of long-time extension-public cooperation and good relationships.

## Public Participation

The "prime mover" of our 4-H program is our county 4-H council. It was organized primarily to plan and carry out the 4-H program.

As the program expanded, the council appointed event committees responsible for planning 4-H club days, 4-H Sunday, National 4-H Club Week, achievement nights, and other activities. A separate committee handles each major countywide event. This involves more people and gains a more widespread interest in club work.

Two other important groups directly connected with our club program are the chamber of commerce and the county fair board. Their support, financial and other, is invaluable.

In thanks for contributions, our council sponsors an annual get-together for these businessmen. This also is an opportunity to report to them on 4-H accomplishments.

With opportunities like these to plan and carry out their own programs, club leaders and members develop more interest in 4-H. And they constantly work to improve it.

How do we get various segments of the community to understand our 4-H program?

First, we build a foundation, a starting place. Next, we develop a long-time continuing information program. We also have an action phase in this process of acquainting others with 4-H work.

Through 40 years of extension work, we credit these steps with gaining the prestige our club program presently enjoys. Our good record is a foundation and our coun-

cil acts as an action group. We use a variety of methods to reach our supporters.

For example, the countywide newsletter at first was sent to the entire mailing list twice monthly. At present, this letter is being sent to farmers, home demonstration unit members, 4-H'ers, and others who request it.

The newsletter is a 4-page publication—one page each for agriculture, home economics, 4-H, and general topics and the monthly calendar. People look forward to getting extension news each month through this publication.

Our radio audience stretches countywide. Currently, agents and 4-H clubs present 10 programs a week over 2 local stations. This gives us 60 to 70 minutes radio time weekly.

We present a variety of program material on these programs. A survey last year showed that our listen-

ing audience was highly diversified.

Our local newspaper has been cooperative for many years. At present each agent has a weekly column printed on a farm news page. In addition, a reporter visits our office daily to check on news and a photographer covers many events.

Mass media have been a great help in creating an understanding of 4-H club work among the general public. They have a direct bearing on the interest and support of businessmen and other local groups. These people in turn are inclined to offer assistance as part of our county 4-H council—advisory committee.

Building an understanding of 4-H club work among the people in the community is a continuing process. It is much easier, we have found, when people are receptive. To keep them that way, we need to keep our information programs up-to-date and continue building on past good work.

## IN THE KNOW

(From page 32)

Annual program reports—a general summary and a press, radio-TV summary—are provided to each donor. These reports include a vast amount of information about 4-H as well as program results. Donor contacts circulate these reports among the organization staff. And frequently excerpts are included in their house organs for the information of all workers.

The National Committee's annual report, newsletter, monthly leaders' magazine, and other publications serve to inform donors. Visits to company offices, presentations to management, telephone conversations, and personal letters all contribute to a better informed donor audience.

Opportunities given donor representatives to serve as consultants to program development committees, plan supplemental program events, and participate in special confer-

ences all add up to increased understanding and mutual respect.

Regardless of method or message, it is the responsibility of the National 4-H Service Committee (or the extension office) to take the lead in improving understanding of 4-H. The Committee attempts to carry out this responsibility simply, dramatically, and as effectively as possible. Our intent has been to provide donor representatives with information they can carry to their organizations.



Informal huddles are common ways of exchanging ideas at 4-H Donor's Conference.



# Who Does What? When? Where?

by **ROBERT C. ANTRAM,**  
*Associate Somerset County Agent,  
Pennsylvania*

**W**HO does what, when, and where if a county does not have an agent specifically assigned to 4-H club work?

Pennsylvania does not have 4-H club agents, a situation probably found in many counties throughout the Nation. This means the youth program becomes a challenge to the entire county staff.

In Somerset County the responsibilities of planning and carrying out the youth program are given to the associate county agent. He, in turn, relies heavily on the assistant county agent and assistant home economist.

Such items as: how to improve project quality, how to interest new 4-H'ers, how to retain older mem-

bers, how to increase leader and parent participation, and how to do a better job of publicizing club work—crop up in office conferences. Thus the entire staff becomes involved.

Lack of proper planning can result in a dud for a countywide 4-H idea or event. So we try to set up an annual calendar of activities early to avoid last minute planning. Our calendar, March to March, is mimeographed and given to club leaders.

Another cooperative office activity is the monthly newsletter sent to 4-H families and leaders. We also send copies to the newspaper and radio station. The associate agent acts as editor; other staff members contribute suggestions or news articles.

## *Emphasize Leadership*

As in every county, our 4-H leaders are vitally important to the success of local club work. We are putting every effort into building our leaders into a stronger, more efficient team.

Home economics projects leader training meetings are conducted by the assistant home economist. Similar meetings are arranged for agricultural leaders by the associate or assistant county agent. Occasionally, the county agent teaches.

Leader notebooks were introduced recently. All informational letters

and meeting idea material are filed in these for more efficient use.

Each staff member is responsible for working with a group of 4-H clubs, depending on the projects.

Dairy products are popular, with the bulk of them in one of four district dairy clubs. During the winter, the associate and assistant agents meet with dairy club leaders to help plan meetings for the project year.

Countywide roundups for all major livestock projects are handled by the agricultural agents. Home economics projects have local club roundups in an effort to build interest in each local community. In some communities agricultural projects and home economics projects are scored at the same roundup under the supervision of the agents and leaders.

To avoid duplication of staff participation, special events or activities are assigned to staff members.

For county 4-H council sponsored activities, such as tours to other counties, fund raising events, county fair exhibits, or IFYE participation, the extension staff functions as a team.

We do not feel that our answers are the ultimate. We know that new ideas and methods are needed. We want to know where we are going and who is going to do what along the way.

## THE 4-H STORY

*(From page 27)*

ing completed and earning potential. Whether youth stay on the farm or not, they need education and specialized training for their future.

Today Americans face the terrifying threat of possible nuclear war or accidental nuclear disaster. Our alert young people are anxious to share in worthwhile community service through rural civil defense work.

While preparing ourselves for possible conflict, we continue to work wholeheartedly for peace. International Farm Youth Exchange and other 4-H people-to-people activities, such as pen pals, study of other countries, Sister Clubs, and 4-H Care programs, have far-reaching effects.

Youth's curiosity about all things

leads them into these projects to learn about other people. And their knowledge, shared with adults, can go a long way toward breaking down international barriers.

## *Concern for Health*

Another national concern is the general health and physical fitness of citizens, particularly youth.

USDA studies show that teen-agers are the poorest fed members of families. Six out of 10 girls and 4 out of 10 boys need improved diets. It is clear that youth need more attention to physical fitness, too.

Educational work in nutrition projects is one way of combating this problem. Many 4-H activities support and promote overall physical fitness.

More depth in project studies, more science, more marketing, more

management training, more "why and how" have been and are being built into 4-H projects.

Deeply imbedded in all modern 4-H efforts is the recognition of how important science and the scientific approach are to the modern world. Modern 4-H work digs deeply into the scientific aspects of projects which 4-H'ers are exploring.

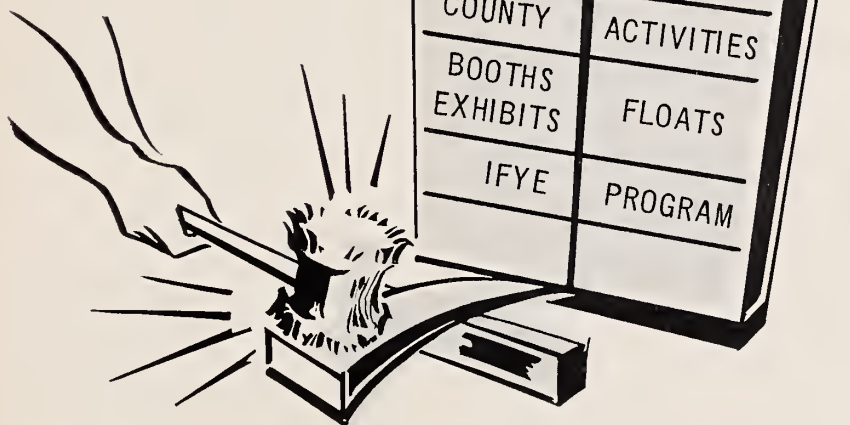
These aspects of extension youth work are but part of the story we have to tell the public. 4-H club work has helped and will continue to help American youth prepare for a useful adult life, to be economically productive and live harmoniously with other people.

We in extension youth work must not lose any opportunity to help the public to fully understand the values of 4-H to the individual, the family, the community, and the Nation.



# RING the BELL for 4-H

by H. H. CARTER,  
Clay County Agent,  
Arkansas



**J**ust because we think everyone knows about 4-H doesn't make it so. The 4-H story needs telling—and retelling.

Why tell everyone about 4-H club work? How does it help? In Clay County we found that public understanding of what 4-H is and is doing gives club work higher prestige. This inspires members and adult leaders to greater accomplishments. And it helps generate greater support for 4-H throughout the county.

## Dividends of Awareness

We hope that a stepped-up effort to organize additional clubs this winter will show that past public information efforts made this job easier. Our county 4-H club work was

put on a community club and adult leader basis in 1958. It originally was built around school clubs handled primarily by extension agents. The county at present has 13 community clubs with 250 members. Our goal is 20 clubs for 1962 and 40 by 1965.

Other benefits of a good 4-H information supply are better financial sponsorship, increased cooperation of parents, exchange of ideas between clubs, and training for 4-H club reporters.

But, how can wide public understanding and recognition of 4-H club work be attained? We think many efforts have helped to get the 4-H story across in our county.

Last year we held special training meetings for 4-H club reporters. This year we will train adult 4-H leaders

in news reporting and encourage them to train and work with 4-H reporters.

## News Coverage

Perhaps one of our best "show windows" has been newspaper coverage. More than 300 column inches of news direct from the county's club reporters appeared in county newspapers during the past 12 months. The county's three major trade centers each have a weekly newspaper and each welcomes 4-H news. The three papers have a total circulation of over 6,000—largely rural people.

The three newspapers also publish a special news section to celebrate National 4-H Club Week. This section carries special articles on 4-H work plus 4-H ads purchased by local businessmen. In one paper 22 business firms and public officials purchased mats in this year's special section.

Clay County has also had two State project winners in each of the past 2 years. These winners have gone on to attend the National 4-H Club Congress in Chicago. Such recognition enhances the image of 4-H work in the county.

## Public Appearances

County activities provide some of our best publicity. These include the dress revue, tractor driving contest, share-the-fun festival, county rally, and achievement banquet.

Exhibits, educational booths, and floats at fairs and parades are another valuable means of showing 4-H to the general public. These, and other county, regional, and State activities place 4-H work before the public many times and in a favorable manner during the year.

Clay County people learned about another side of the 4-H story when we participated in the IFYE program during 1961. Dominique d'Herbés, IFYE delegate from France, showed slides and talked to many county groups while visiting here.

We believe that these methods ring the bell for better understanding, greater recognition, and a more favorable image of 4-H club work.

## COMMON GOAL

(From page 38)

ley carries full-page photos and outlines of all high school 4-H club activities each year. This past year students included a photo of the club agent accepting a donation to the area's 4-H Community Center from the Future Teachers of America Club.

Our teacher-leaders of 4-H clubs show superiority in leadership, yet there is cooperation between them and the nonteacher 4-H leaders.

As our society becomes more complex, our work as 4-H agents becomes more complex, too, and the need for educated, well-trained club leaders becomes greater.

Schools, educators, and teachers can help us achieve closer relationships with other people. They are trying to nurture sound minds in sound bodies and to make the most of every child. Are we not pursuing the same goal?

## BEAR TRAP

(From page 29)

by 4-H clubs and club members. They are interested in overall accomplishments, trends, directions, successes, failures.

The average man is happy to read in his newspaper that 20 county 4-H members are paying their way through college with money earned through 4-H projects. He is sincerely interested in the news that the quality of county livestock has been upgraded partly through the efforts of 4-H members. He likes to know about a boy or girl who "made good" with a project or assignment.

## Selecting Channels

If you've read this far, you've surely noticed that we've been dropping not-so-subtle hints about which channels to use for the various audiences. This goes back to the bear trap or butterfly net business.

It's time now to make a rather simple observation: The mass channels are the best for reaching the mass audience (the general public), and the specific channels are the best for reaching the specific audiences—those in categories one and two. This doesn't get any more dif-

ficult even after we think about it for a minute.

Use your local newspaper, radio program, and television show to tell the general public about 4-H club work. Present that big picture we were talking about. Why? There are two main reasons.

## Media for the Masses

In the first place, the mass media are about your only means for reaching the general public. You can't afford to send everyone in the county a personal report; you can't talk to them all in the street; they won't come to a meeting to hear you discuss the 4-H program. But if you present information of interest to them, they will read about you and your program in the newspaper, listen on the radio, or watch your presentation on television.

Secondly, newspaper space is limited as are radio and television time. If you use this space or time to present detailed information of interest only to club members, you won't have any left for reaching the general public.

But you say you have a "4-H Column" in the local newspaper. So why shouldn't you address the information in the column to 4-H members? Most newspapers have one or more sports columns, too, but the information in those columns is not directed only to the few athletes who participate in sports. The information is about sports, written for the general public that is INTERESTED in sports. Your 4-H column should be directed to the general public that is INTERESTED in 4-H and other youth activities.

When you use mass media to reach the general public, you will also be reaching people ASSOCIATED with your 4-H program. This is good since these people are even more interested in the big picture than the general public. But you may also want to use more specific channels to reach this intermediate audience.

Suppose you want to keep all clergymen in your county informed about your 4-H program. In many counties, there are clerical associations which publish a weekly, monthly, or quarterly newsletter or house organ. Why not use this channel?

Why not use the PTA newsletter to reach teachers as well as parents of prospective club members? You can often reach local businessmen with an item in the local chamber of commerce circular letter. Many professional and business clubs have publications of their own—an excellent channel for reaching those who are ASSOCIATED with 4-H club work.

This brings us to the audiences made up of people who are actually INVOLVED in 4-H—the members themselves, their leaders, and their parents. You need to reach these audiences with detailed program information, instructions, and subject matter information. We've ruled out mass media for this purpose. You wouldn't want to use church bulletins or organization newsletters. So what's left? Plenty.

Your audiences of involved people are easy to identify. You know who they are and where they live. You can put them on a mailing list or a variety of different mailing lists. And this is exactly what you should do.

## Reaching Direct

The best way to reach 4-H members is with a special newsletter mailed directly to those members. The best way to reach leaders is with a newsletter mailed directly to leaders. The same thing goes for parents of members.

With this direct mail channel, you can be as detailed and as specific as you want to be. You can tell members where to be, what to do, how to act, and how not to act; present specific information to leaders on carrying out the various projects and activities; keep parents informed about progress.

Much of your communication with 4-H members, leaders, and parents, of course, will be face-to-face. And this often is the best. If you use club meetings, federation meetings, and direct newsletters to get the detailed information to those audiences involved in club work, you will not be tempted to present the information in your newspaper columns and on your radio programs.

In short, you won't be tempted to trap a bear with a butterfly net. It doesn't work out very well anyway.



# Center on the Home for Parent Support

by MRS. FLEURANGE MORRISON, *Pointe Coupee  
Parish Home Demonstration Agent, Louisiana*

**H**OME-CENTERED skills, learned by 4-H'ers, can be outstanding parent interest-getters.

Agents have many opportunities to build strong parent-child relationships through 4-H activities. Take the case of the four Smith children in Pointe Coupee Parish (county).

The girls joined 4-H as soon as they became eligible for membership. Their participation has been a big factor in strengthening family bonds.

Whatever the Smith girls learn in their 4-H projects they can apply to their home life. For example, they take pride in preparing dishes which they learned while doing 4-H food projects.

## *Parents' Praises*

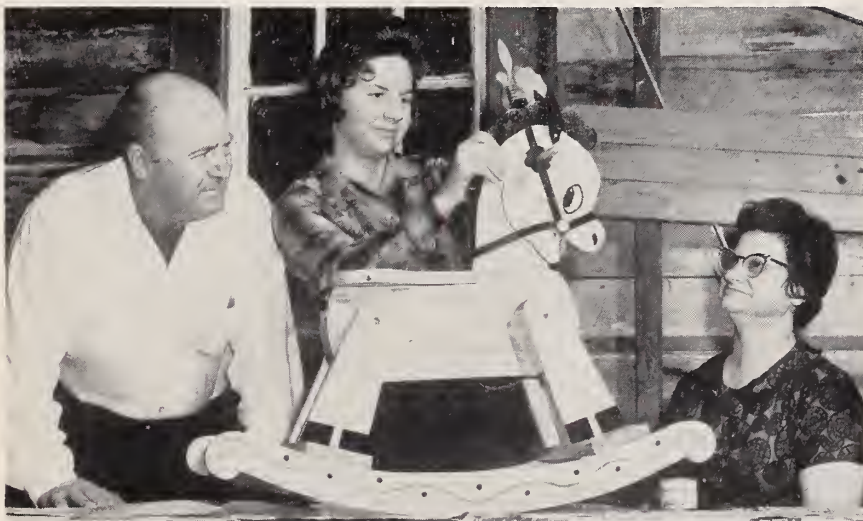
"When children each want to be doing something constructive in the home, it's a heartwarming experience," says their mother. "In this day of reports of juvenile delinquency, it might be well for parents to

look into the value of club work—a great panacea for youth illness."

Cooperation and interest in 4-H club work is shown by another parish family, too. Mr. and Mrs. L. H. Ritter are enthusiastic club supporters and encourage their daughter with any project she undertakes. But each project is her own work.

Another club booster comments on 4-H contributions. "I've seen my daughter grow from a shy child into a confident, poised teenager. I attribute much of this to the 4-H program, especially the demonstrations she has given and the leadership she has assumed."

These and many other similar examples are used by parish agents in discussing club work with parents. We stress the value of club work to the family as well as to the development of the individual. The importance of the parents' interest and cooperation are emphasized as being essential for optimum development of 4-H'ers.



Diane Ritter, Pointe Coupee Parish 4-H'er, puts the finishing touches on a child care project under the guidance and approval of her parents.

We encourage parents to let their children assume responsibilities in the home and family life. For example, girls might take on meal planning and preparation, sewing, child care, or other homemaking tasks.

A working mother explains that this arrangement works ideally in her home. "I could never work out of my home if my girls did not take on homemaking tasks. 4-H is their incentive."

By tying our parish 4-H club work directly to the home, we can build better understanding with parents. We feel there is no better method for "selling" the 4-H program to parents. And it's easy to see from these examples that club work is meaningful to our parish families.

## **GOOD WILL**

*(From page 31)*

their concept to the real situation. In Michigan, for example, more than half the 4-H'ers are nonfarm.

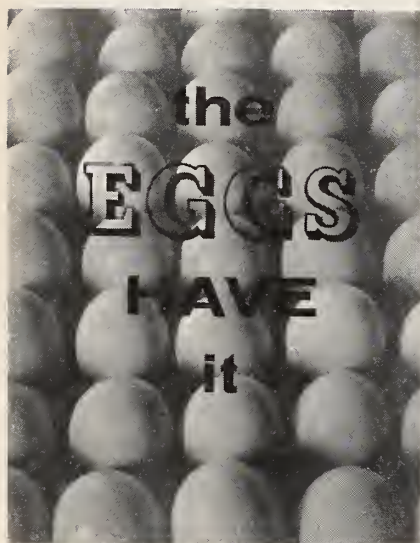
We can develop awareness through: radio and TV programs and newspaper articles that highlight nonfarm 4-H opportunities, organizing 4-H clubs in nonfarm areas, and farm-city events designed to strengthen understanding.

The general public does not always think of 4-H as part of the Cooperative Extension Service. Welding them together offers two important advantages.

First, it gives prestige to 4-H by tying it to a State university and other extension programs. Second, the general good will toward 4-H can enhance other extension programs.

Energetic programs are a start toward building public understanding for 4-H club work. Well-informed 4-H members, leaders, and parents offer important first publics whose understanding is a must for success. Good relations with our cooperating, supporting, and general publics are essential to a well-rounded program and to future growth.

All this sounds like a full calendar—and it is. Building public understanding is a big job. Big jobs demand much, but they also offer more satisfactions when well done.



Eggs have almost unbeatable value as a concentrated, versatile food. Alone or combined in delectable dishes, eggs rate high in American food popularity.

This time of year, eggs have a special use. In fact, Easter and Eggs are almost synonymous. To early pagans, eggs represented the new life that returns to nature in spring. And to early Christians, colored eggs represented Christ's resurrection. So the custom of dyeing eggs to give to friends and family has a long history.

But plain, everyday uses for eggs have an even longer history and more modern handling.

Chicken eggs are important sources of protein, iron, and Vitamin A. They are also rich in Vitamin D

and the B complex. Eggs are so valuable to our diets that nutritionists recommend eating one a day or at least 3 to 4 a week.

Actually Americans consume almost the recommended egg a day—334 eggs per person per year. In fact, between 1935-39 and 1956-58, Americans increased their consumption of eggs by 5 dozen per person per year.

USDA reports that an egg contains the same amount of iron as a piece of lean meat which weighs the same. These nutritional values make eggs useful as meat dishes.

The versatility of this poultry product shows up in the many ways in which it can be used.

As a whole, eggs give color and flavor to other foods. They also hold ingredients together.

The whites, high in protein, act as a stabilizer to thicken or stiffen food material, such as meringue. Yolks contain most of the Vitamin A which is required for healthy skin and good night vision.

### *Improved Keeping Qualities*

The usefulness and value of eggs are governed by the fact that they, like other high quality protein-from-animal sources, are perishable. But research has developed ways to solve this problem.

Technology has made it possible to keep eggs refrigerated or in dried or frozen form. Both dried and frozen eggs can be used as well as whole, fresh eggs, with no loss of nutrients.

Refrigeration was the answer to maintaining high quality eggs for consumers. Refrigerated egg rooms on the farm, refrigerated transportation, and refrigerated storage and display all add to the life of good quality eggs. Researchers report there is no loss of protein value, even after 18 months of refrigerated storage.

USDA grade labels are a way for consumers to select eggs by quality. The letters "U.S." on a carton mean the eggs were officially graded. And the grade mark is an assurance of quality, provided the eggs were kept under good conditions after grading. Grades range from AA (highest) to C.

Production research has shown how to produce efficiently and manage flocks of several thousand hens. Today only half the farms with chickens produce the commercial egg supply of 4.5 billion dozen eggs per year. Only 15 to 20 years ago 80 percent of the U. S. farms produced eggs for sale commercially.

### *Savings for Consumers*

Further research has shown ways to reduce costs of production and improve potential expansion. The results of this and other research show up in the savings in cost to consumers.

For example, in 1947-49 a factory worker could buy 1.8 dozen eggs with his wages from an hour's work. In 1960 an hour's wages would buy 3.6 dozen eggs.

Yes, the eggs have it—an important place in American diets. And the egg industry, combined with the Department of Agriculture, is engaged in assuring a plentiful, nutritious supply of eggs to U. S. consumers.

Are you telling America's greatest success story—the story of agriculture—to nonfarm groups in your area? This is No. 10 in a series of articles to give you ideas for talks, news articles, radio and TV programs, and exhibits.